

New Bedford Whaling National Historical Park Partner Education Plan



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Background

This opening section of the report provides information that informed this partner education plan. This information includes a look at the current state of education, the rationale for this type of plan, the mission and goals of the park, a look at a coordinated approach to visitor needs, a description of the planning process, and descriptions of the partners.

of Education

Current State Current education reform and the *No Child Left Behind* (NCLB) legislation have impacted non-formal education providers (i.e. parks and museums) nationwide, as well as in Massachusetts. States have developed standards in the core subject areas and use statewide tests such as Massachusetts Comprehensive Assessment System (MCAS) to assess student learning. NCLB requires schools to develop annual performance plans with benchmarks to show how they will bring failing students up to at least the minimum standards and to report their progress. States identify "failing schools" which trigger greater supervision and accountability as outlined in NCLB. Under the current law, English Language Arts and Mathematics (through 2006) are given priority in instructional time and Science will join that list in 2007-08. History needs to be taught through English and Mathematics. In addition, by 2006, all teachers must have achieved a "highly qualified" rating in the subjects they teach. To maintain licensure, teachers need to acquire a specific number of professional development points to be re-certified.

> All of this information affects non-formal education providers. These sites need to stay current with education reform movements including curriculum standards and testing and funding for their target audiences. Their programs must demonstrate to teachers that they will help students learn the required content and skills. Programs need to use evidence from evaluations to support stated learner outcomes. Parks and museums need to include teachers in their planning, development, and pilot-testing phases. Relationships must be fostered with school districts through central offices so that parks and museums can build institutional support for their programs. In addition to working with teachers on the development of programs, parks and museums can provide professional development opportunities for teachers and should work with universities and colleges in the area to partner with the schools in this effort. New Bedford Whaling NHP and its education partners have an opportunity to increase their programming for both teachers and students and to focus current programming to strengthen ties with school districts in their immediate area.

Rationale for a Partner Education Plan

New Bedford Whaling
National Historical Park is
unusual in that our partners
own the park's resources and
operate as independent
organizations providing educational programming. The
education planning process
presented the opportunity for
us to come together to celebrate our accomplishments,
identify our weaknesses, and,
together, create a shared
vision for success.

Celeste Bernardo, Superintendent New Bedford Whaling NHP Every unit of the National Park Service (NPS) has a pyramid of important planning documents that guide the growth, development, and operation of the site. The congressional enabling legislation defines the significance of the resource and establishes the park as a unit of the NPS. The General Management Plan (GMP) takes a long range look at developing and protecting the resources, making them accessible through the visitor operation. The Comprehensive Interpretive Plan (CIP) prioritizes a range of Interpretation and Education visitor services and experiences and defines how those services will be offered to the public. An Education Plan is often integrated within the Comprehensive Interpretive Plan and focuses particularly on educational audiences, formal and informal learners, and addresses the needs of "educational groups" who visit national park sites. Managers frequently look to these documents when faced with decisions ranging from where to put new signage to whether or not they should pursue a formal partnership with a community organization. More often than not, park staff refer to the plans when they need to focus on what they defined as the top priorities for the next several years. And sometimes plans are referenced to give everyone a good rationale for NOT doing something even when it sounds like a great idea—it simply may not be the time to take on something new. Plans prioritize a park's strategic choices to increase the likelihood of success. When plans are effective and created with input from stakeholders and supporters, they establish a community vision for the future and inspire a spirit of collaboration whereby partners pull together to make the vision a reality.

While most plans are created with input from primary partners, it is not often that a plan is conceived with and for partner organizations. For many reasons, approaching the New Bedford Whaling National Historical Park (NEBE) Education Plan as a partner education plan was an obvious choice.

First, New Bedford Whaling NHP's mission is all about partnerships, as it is clearly stated in the park's General Management Plan:

- The mission statement is directly related to language describing the purpose of New Bedford Whaling National Historical Park found in the park's enabling legislation.
- $\boldsymbol{-}$ The mission is the primary statement guiding park management for units of the national park system.
 - New Bedford Whaling National Historical Park helps to preserve, protect, and interpret certain districts, structures, and artifacts located in New Bedford, Massachusetts, that are associated with the history of whaling and related social, economic, and environmental themes for the benefit and inspiration of this and future generations. These efforts will be undertaken in partnership with the city of New Bedford, local and regional institutions, and the Iñupiat Heritage Center in Barrow, Alaska.
- Park mission goals are based on the park's mission and significance statements. They serve as broad guiding principles for park programs and for priority setting. More specific statements for interpretation, resource protection, and park operations may be developed later from park mission goal statements.



- The park mission goals for New Bedford Whaling National Historical Park are as follows:
- Through partnerships with local, regional, and national institutions, organizations, and communities, New Bedford Whaling National Historical Park supports the preservation of the historic landscapes, structures, and museum and archival collections in New Bedford that are associated with the history of whaling.
- The park contributes to the accumulation of knowledge and understanding of historic resources related to the social, economic, and environmental history of whaling and their associated themes, and fosters the stewardship of these resources through a network of private and public partners.
- New Bedford Whaling National Historical Park collaborates with a wide range of institutions within the City of New Bedford and beyond to promote the delivery of high-quality, comprehensive, interpretive, cultural, and educational programming to the general public.
- At New Bedford Whaling National Historical Park visitors understand the global dimensions of the city's
 whaling industry and maritime trades (past, present, and future), including their social, economic, and environmental history, the diversity of cultures associated with the industry, and its relationship to arctic exploration
 and Native Alaskan cultures.
- Visitor pathways to destinations within the city are safe and easy to navigate. Virtual pathways guide visitors to well-designed and -developed destinations on the Internet that are easy to find and use.
- The park and its partners achieve these goals in a flexible, cost-effective, and responsive manner.
- The National Park Service recognizes that New Bedford Whaling National Historical Park is a source of
 community identity and pride and that positive, local participation in support of the park will yield success.
 New Bedford Whaling National Historical Park fosters a climate in which community initiatives and
 collaborations are encouraged.

Second, the visitor is at the center of planning efforts in New Bedford. The partner organizations have achieved a great deal of success in planning collaborative and city-wide events that draw new visitors, families, cruise ships and a large number of organized groups to New Bedford. It is apparent that all partner organizations want to make the visitor experience top notch, effortless, low stress, comfortable, meaningful, memorable, powerful, and moving. The members of the Partner Education Committee that participated in this planning process agree that to offer the best experience to visitors, particularly educational groups, it is critical to understand visitor needs, to share information, and to coordinate efforts. The partnership spirit is alive and well in New Bedford.

There are several additional factors influencing the decision to undertake a Partner Education Plan in New Bedford at this time. A new superintendent was selected in February 2005 to take the park forward into its second phase of development. No longer considered a "start-up operation", New Bedford Whaling National Historical Park is on the verge of a new era. It has become an integral part of the community, leveraging federal resources for the development of downtown facilities and services, enhancing the nationally significant historical and cultural resources and organizations in the community. The next challenge facing a new manager is to find ways to improve the visitor experience in New Bedford by focusing on the strengths of individual partners while recognizing their institutional capacity.



To find efficiencies, to increase effectiveness, and perhaps even to save money by not duplicating efforts among the partners, are all reasons to enter this next phase together in a collaborative planning process.

A final factor to take into account at this juncture is the development of a public programming and educational facility in the Corson Building, located adjacent to the park Visitor Center on William Street. The preferred alternative design for the Corson Building includes a physical "link" from the Corson Building to the Visitor Center through the back portion of the Visitor Center garden. The link will provide a seamless visitor orientation experience and make it possible to operate the first floor of the Corson Building with existing Visitor Center staff. The link will include expanded rest rooms and a stair tower serving the Corson Building.

The first floor of the Corson Building will include a 55-seat theater, whose primary purpose is to provide a dedicated space to show the park's orientation movie, *The City that Lit the World*. The theater may also serve as a venue for lectures, concerts, and other events in the evening. The second floor of the building will include flexible dedicated space to support educational and public programs based on park themes. The third floor of the Corson Building will include a seminar room for workshops and park/partner meetings, archival space, and office space for park staff as outlined in the park's General Management Plan. The Corson Building construction project offers several opportunities to collaborate on educational and programmatic offerings.

Education Planning Process

At the request of the park superintendent, preliminary planning began in March 2005, with the assistance of Education Specialists from the Northeast Center for Education Services (NCES). Key partners of the park named in the park's legislation and general management plan were invited to participate in the creation of a Partner Education Plan. Each partner organization appointed one or more members to represent the organization in planning meetings. Directors of each of the partner organizations who comprise the park's Executive Committee were fully supportive of the process.

The members of this planning group demonstrated a high level of commitment to work together to provide the best services and programs to educational audiences. Even though each of the organizations are dealing with tight fiscal constraints, staff shortages, space constraints, and competing priorities, representatives came to the table with the intention of supporting a comprehensive plan for the future. The integrity and professionalism exhibited by the planning group is truly remarkable.

A series of three meetings was held to accomplish the following:

- Introduce the process for strategic planning
- Provide an overview of the Education Plan
- Conduct a regional/local gap analysis
- Share existing conditions and challenges



- Identify desired visitor experiences
- Establish short term and long term goals

After each meeting, NPS staff assembled and shared notes, and based on partner feedback, made corrections to more accurately reflect the discussion and data. Each member of the committee was responsible for communicating within their own organizations and gathering feedback and reviewing in-house. The first draft of the plan was presented for initial feedback on February 15, 2006, at which time further discussions were held on implementation goals.

After appropriate levels of review and revision, the superintendent will share the final plan with relevant partner organizations.

Description of the Partners

The six members of the education committee provided descriptions of their organizations.

New Bedford Whaling National Historical Park (NBWNHP) commemorates a living history and heritage reaching back to New Bedford's dynamic era as the world's foremost whaling port during the 19th century. This history is preserved through a broad assortment of cultural resources—historic landscapes, buildings, and museum and archival collections—that collectively recount the story of a remarkable time. During much of the 19th century, whaling was one of America's leading industries contributing to the new nation's foreign and domestic economic and political vitality. New Bedford's whaling merchants operated a complex business network that supported the whaling industry and included shipbuilding, rope and sail making, finance, and insurance. The diversity of the whaling fleet's crewmembers—representing cultures from around the world—enriched New Bedford with a cosmopolitan influence that continues to this day.

The New Bedford Whaling Museum is the largest museum in America devoted to the history of the American whaling industry and its greatest port. Through exhibits, publications, and programs, the Museum brings to life the whaling era and the history of the local area. It houses the most extensive collection of art, artifacts, and manuscripts pertaining to American whaling in the age of sail—late eighteenth century to the early twentieth, when sailing ships dominated merchant trade and whaling.

The mission of the Old Dartmouth Historical Society-New Bedford Whaling Museum is to educate and interest all the public in: The historic interaction of humans with whales worldwide; the history of Old Dartmouth and adjacent communities; and Regional maritime activities.

To accomplish this mission, the Society shall: Collect, preserve, and interpret the artifacts and documentary evidence of these endeavors; Maintain a whaling, maritime, and local history museum; Maintain a research library; Promote and disseminate historical research; and Accept and hold historic sites, where appropriate.



The Rotch-Jones-Duff House and Garden Museum is a Greek Revival mansion built in 1834, for whaling merchant William Rotch, Jr. Designed by Richard Upjohn, it is the only New England whaling-era mansion on its original grounds, open to the public. The period rooms and exhibits in the Museum chronicle the social, economic and political evolution of the city, through the families who lived and worked at the House. The property was designated a National Historic Landmark in 2005.

The New Bedford Port Society was established, according to the organization's constitution adopted June 2, 1830, "...to protect the rights and interests of Seamen, and to furnish them with...moral, intellectual and religious instruction..." In the summer of 1831, construction began on the Mariner's Chapel, later known as the Seamen's Bethel, and in May 1851, a reputable boarding house for seamen called the Mariner's Home was opened. The New Bedford Port Society, through its work at the Seamen's Bethel and the Mariner's Home, continues to serve New Bedford and the surrounding communities with a focus on those who still go to sea.

The New Bedford Historical Society was incorporated in 1996, to document, preserve and celebrate the legacy of African Americans, American Indians, Cape Verdeans, West Indians and other people of color in New Bedford, Massachusetts. The offices are currently headquartered in the National Historic Landmark Nathan and Polly Johnson House, the first free home of Frederick Douglass at 21 Seventh Street in New Bedford.

The Waterfront Historic Area LeaguE (WHALE), a non-profit preservation organization, promotes the value and reuse of greater New Bedford's historic structures through preservation, education and advocacy. WHALE is supported, in part, by its members and grants from the Island Foundation, Massachusetts Cultural Council and the Grimshaw-Gudewicz Foundation. In the past 45 years WHALE has saved, preserved, restored and put into reuse more than 40 historic properties and sites.

WHALE remains steadfast in its mission to build its future on the best of our past. As a result, WHALE's goals are to promote and actively advocate for historic preservation throughout greater New Bedford; preserve the character and identity of the region through historic preservation; encourage and foster preservation ethics in our region; increase and broaden an understanding and appreciation of historic places; and educate both children and adults about the history, architecture and historic places.

Existing Conditions

This section of the report explores the existing conditions. Partners provided information on their current situations and their menu of programs. This information was categorized and provided the basis for the gap analysis section of the existing conditions.

Partner Contributions, Challenges, Constraints The partner organizations provided a description of their current conditions, including the challenges, the constraints in terms of budget and staffing, and the level they can contribute to this partnership endeavor.

New Bedford Whaling National Historical Park

The National Park Service (NPS) does not currently offer curriculum-based programs. Access for school groups is based on individual relationships between park staff and teachers and the ability of each teacher to design and conduct his or her own programs. Park staff are the link that connects the teacher to the resources in the park (e.g., printed material, partner sites, individuals). The NPS does not have a dedicated education specialist and, for the foreseeable future, will not hire one. The park relies primarily on volunteer staff to provide seasonal interpretive programs. These programs are offered in July and August (not big school group attendance months) and are not geared to a younger audience but instead to the casual adult day visitor. Further, prior to the development of the Corson Building, the park has not had a facility to accommodate large school groups. Annual visitation to the park visitor center is approximately 30,000 and the NPS does not currently charge a fee to attend its interpretive programs.

New Bedford Whaling Museum (NBWM)

The Museum offers a number of programs throughout the year. Like many other sites in New Bedford, spring is the heaviest programming season. September, October, January and February have lower visitation than desired in regards to school groups, and maximizing capacity during these months has proved to be challenging. The museum turns away groups for all of its school programs in the spring due to physical and staffing constraints. Formal group lunch space is another challenge. Currently, students may bring brown bag lunches to the Museum and eat in the Jacob's Family Gallery.

In the 2004-05 school year, approximately 10,000 school children visited the Whaling Museum. During the 2004-05 and 2005-06 school years, student groups from all over Massachusetts, especially the local area, as well as





Rhode Island and Connecticut, visited the Museum. In addition, school groups from New Hampshire, Vermont, New York, New Jersey, Hawai'i, Alaska, California, and Cape Verde also visited the Museum.

The Museum offers free programs to schools in the five towns of "Old Dartmouth" (New Bedford, Dartmouth, Westport, Fairhaven and Acushnet) September I – April vacation of each year. These programs are sponsored by the Jesse B. DuPont Foundation. Another grant through the Schrafft Foundation provides free programs and transportation for Boston-area schools throughout the year. The Education through Cultural and Historical Organizations (ECHO) grant offers free science programming to schools from Wareham to Westport and Fall River throughout the school year. Admission fees for schools outside of this area are \$6 per student, \$9 for college students and seniors, and \$10 per adult for guided tours. Self-guided rates are \$5 for children (ages 6-14), \$6 for college students and seniors, and \$7 for adults.

Rotch-Jones-Duff House and Garden Museum (RJD)

The RJD offers two different programs: one available in the spring, the other in the fall. The programs are offered to all fifth grade classes in New Bedford, but additional schools are welcome. The site is working with the Dartmouth schools to expand the programs for the upcoming school year. Scheduling is initiated by the Programs Coordinator who contacts school principals and teachers. Program staff are composed of highly trained and dedicated docents. Teachers receive important pre-visit materials for classroom presentation. While transportation to the Museum is arranged by the participating schools, the RJD offers the programs at no cost.

RJD serves an average of 1,700 students annually. The spring History program has been offered for three years with an average attendance of 600 students each year. The fall Apiary program annually serves an average of 1,100 students.

New Bedford Port Society

The Seamen's Bethel, operated by the New Bedford Port Society and staffed by volunteers, is open from Memorial Day to Columbus Day. Most visitors use a self-guided pamphlet to tour the site when there is a volunteer available to open the building and a few volunteers are trained to offer a guided program. The staffing situation is unlikely to change in the foreseeable future. It is likely that any programming which might be developed by the Port Society will focus on a web site and on-line virtual tours of the Bethel, rather than providing staffing and materials to host school groups at the Bethel. The current President of the Port Society has requested assistance from the NPS to offer education programs in the Bethel in the future.

The Bethel operations are funded by donations. Because it is a house of worship, the Bethel cannot charge admission or program fees. The Port Society keeps a visitor count, but it does not differentiate between regular visitors and special groups. The Bethel is closed during most of the school year, so the number of school groups visiting is very low. Because working with school groups is not a focus for the Port Society, no records have been kept regarding where groups come from, how many, etc.



One other challenge that will need to be considered if the Bethel is used for school programming is how to handle scheduled groups in the event of a funeral, memorial service, or other function. These events fall within the primary use of the Bethel and would most likely affect a small number of classes. Scheduling needs to be considered when planning.

New Bedford Historical Society (NBHS)

The New Bedford Historical Society offers a wide variety of programs throughout the year when requested. However, the NBHS is run completely by volunteers, is very understaffed, and can only accommodate program requests when volunteers are available. As with other sites, this organization's programming is more heavily booked in the spring than at other times in the year.

Waterfront Historic Area LeaguE (WHALE)

WHALE's primary education program, "Discovering New Bedford," is designed for third grade students at targeted New Bedford schools. Since 2001, the program has been funded by the New Bedford School Department through the Federal and State 21St Century Program. During the 2005-06 school year the program served 640 students and was offered at four elementary schools—Carney Academy, Hathaway School, DeValles School and Holy Family Holy Name School. Each school received eight sessions for twenty students. Each two-hour session takes place at the school. When a school is within walking distance of the National Park, one afternoon is spent exploring the Park.

Program staff consists of a Director of Education and two teachers who team-teach Discovering New Bedford. In 2006, the program budget was \$15,000. The New Bedford School Department determines which schools participate in the program.

WHALE also fulfills requests for programming if funding is available. Other programs include teacher workshops, walking tours, and free lectures. Most walking tours are for elementary schools and preservation organizations, and although donations are appreciated, the tours are usually free. Teacher workshops are conducted when requested by the New Bedford School Department.

and **Discussion**

Gap Analysis All six sites were asked to provide information about their education programs as related to park interpretive themes. This section of the report contains the park interpretive themes and three gap analysis grids (curriculumbased school programs, youth and multi-age programs, and adult programs) followed by a discussion of these findings.

Interpretive Themes

New Bedford Whaling National Historical Park has identified eight interpretive themes. These themes are listed below by number and are identified only by number on the analysis grids.

- I. New Bedford's geographic location influenced its development into the world's foremost whaling port in the 19th century.
- 2. Whales provided important and valuable products, and the hunt for them fostered the development of highly specialized technologies and supported the economic base of New Bedford and the nation.
- The nature of a whaling voyage, requiring long separation from home and family, contributed to the development of unique cultures on shipboard and ashore.
- In pursuit of whales, New Bedford's fleet traveled the world's oceans and brought large numbers of Americans into contact with other cultures, including the native people of northern Alaska; in the process, the whaling fleet introduced materials, technology, plants, animals, and diseases into these cultures, which led to profound changes in the cultures and environments they visited.
- 5. In the critical century following America's independence, when scientific institutions were being founded and U.S. policy was being formed, information and artifacts collected by whalers greatly expanded America's knowledge of the world.
- 6. Whale hunting led to a decline in whale populations worldwide. Some species were endangered as a result of the hunt.
- Whaling had an impact on the American imagination and influenced American literature, painting, fashion, and folk art. In New Bedford the whaling economy financed homes, businesses, and public buildings, and influenced the local architecture and landscape.
- 8. New Bedford today reflects its heritage as the 19th century whaling capital of the world. Many of the communities that participated in the whaling industry continue to contribute to the cultural fabric of the city. The descendents of those who first came to New Bedford aboard local whaleships developed thriving communities, which have grown to become a major cultural and political force in the region.

Curriculum-based Program Offerings Grid

In order to distinguish between the different types of programs, the partners agreed to work within the NPS definition of curriculum-based programs. In order for a program to be considered a curriculum-based program, it must fulfill the following six elements: ■ strong connections to park resources and interpretive themes, ■ ties to school curriculum, ■ teacher input in the development of program, ■ pre- and post-visit materials, ■ appropriate to age group and developmental characteristics, and evaluation to assess student learning and success in fulfilling the program goals. All the programs listed below fulfill these elements.

Partner	Program	K-3	4-5	6-8	9-12	When Offered	Interpretive Theme Addressed									
							1	2	3	4	5	6	7	8		
Whaling	Bird's Eye View of NB	X				Sept. – June	X						X			
Museum	Portraits of a Port		X	X	X	Year Round	X				X			X		
	New Bedford and the Global Story of Whaling		X	X		Sept. – June	X		X	X	X		X	X		
	Learning About Whales	X				Year Round		X								
	Sorting it all out (ECHO)	X	X	X		Sept. – June		X								
	Cultures and Connections		X			Sept. – June				X						
	Conservation		X	X	X	Sept. – June						X				
	Moby-Dick				X	Sept. – June							X			
	Why aren't there whales in Buzzard's Bay (ECHO)			X	X	Sept. – June	X			X						
	Life in the Tropics (ECHO)		X	X		Sept. – June		X								
	ECHO Pen Pals	X	X	X		Sept. – June				X						
	Looking Closely at Plankton (ECHO)		X	X		Sept. – June						X				
RJD	History Program		X			Spring	X	X	X		X		X	X		
	Apiary Program		X			Fall				X						
WHALE	Discovering New Bedford	X	X			Sept. – June							X			
TOTAL		5	11	8	4		5	4	2	5	3	2	5	3		

Youth and Multi-age Programs Grid

Programs designed for school age groups, families, and intergenerational groups that did not match the curriculum-based criteria are listed in this grid. The partners felt it was important to capture these programs as well.

Partner	Program	Ages 5-8	_	Ages 11-13	Ages 14-18	All	When Offered	Int	erpi	etiv	etive Theme Address									
								1	2	3	4	5	6	7	8					
Whaling Museum	Brownie Try It	X					Once or twice per year	X		X	X									
	Jr. Girl Scout Badge Day		X				Once or twice per year						X							
	Whaling Adventures/Whaling Days					X	School Vacations Summer	X		X	X		X	X						
	Special Education Events					X	Summer vacation weeks	X	X	X	X	X	X	X						
	General Guided Programs for students	X	X	X	X		Year round	X	X	X		X	X	X						
	ECHO Performing Arts Festival					X	February – April			X	X									
	Self-guided					X	Year round	X	X	X	X	X	X	X						
NPS	Guided Tours					X	Year round	X	X	X	X	X	X	X						
Seaman's Bethel	Self-guided tours					X	Year round			X										
New	House tour					X	Year round	X		X		X		X						
Bedford Historical	Black Heritage Trail tour					X	Year round	X	X	X	X	X		X						
Society	Quilt workshops					X	Year Round	X		X	X	X		X						
	Frederick Douglass marathon			X	X		February	X		X	X	X		X						
	Whaling is my Heritage (oral history project)					X	Year Round	X	X	X	X	X								
	Pass it On			X	X	X	Year Round	X	X	X	X	X								
	Underground Railroad tour					X	Year Round			X	X	X		X						
	Hidden Histories		X	X			Fall, Spring				X			X						
ΓΟΤΑL		2	3	4	3	12		12	7	15	13	11	6	11						



Adult Programs Grid

Adult programs offer life long learning experiences. The grid below contains a variety of learning experiences including teacher workshops, lecture series, and symposia.

Partner	Program	When Offered	1 2 3 4 5 6 7 X X X X X X X X X X X X X X X X X	sec						
			1	2	3	4	5	6	7	8
Whaling	Whaling History Symposium	October	X		X	X	X			
Museum	Guided Programs	Year round	X	X	X	X	X	X	X	Х
	Scrimshaw Symposium	October		X						
	Moby-Dick Marathon	January							X	
	"Exhibit Inspired" Arts PDP Teacher workshop	March							X	
	Melville Lyceum	February – April							X	
	Right Whale Symposium	November						X		
Connect	Connecting Oceans Academy Teacher Workshop	Nov. – July	X	X		X	X		X	X
	Salt Water Studies Teacher Workshop	Feb. – April	X					X		
RJD	Guided and Self-guided Tours	Year round	X	X	X		X		X	Σ
	Lectures	Fall, Spring	X	X	X	X	X	X	X	Х
New Bedford Historical Society	Visions of Slavery Teacher Workshop	Spring				X			X	Y
WHALE	Lecture Series	Year round								2
TOTAL			6	5	4	5	5	4	8	6

Discussion

The Gap Analysis grid provided the partners with an at-a-glance look at current programming at these six sites. Discussion of the grid identified several points that could inform this education plan. When addressing the number of programs, some curriculum-based programs were offered to multiple grade grouping and therefore are counted as separate programs. However, even though 5 of the youth programs are offered to multiple age groups, these programs were counted as a single program because the program does not change based on the age of the audience.

The New Bedford Port Society appreciates the effort made by the National Park Service and its partners to identify and coordinate the many wonderful and varied educational opportunities which exist within the boundaries of New Bedford Whaling **National Historical Park. The** leadership provided by the park in this undertaking will result in enhanced educational programs and offerings and be of great benefit to learners of all ages.

Christine Berry New Bedford Port Society

Coverage of Park Interpretive Themes:

While all eight park interpretive themes were covered in the program offerings, themes two and six have fewer programs connected to them. The distribution of themes is fairly even across the remaining themes. When developing collaborative programs, the partners should consider integrating the least covered themes.

Curriculum-based Program Offerings:

Three of the six partner sites currently offer curriculum-based programs. In reviewing the distribution of these programs by grade levels, the greatest number of programs (II) is offered for grades 4 and 5. For K-3, there are five different programs offered. Eight programs are offered for grades 6-8, four programs are offered for grades 9-12. The upper elementary grade level, represented by grades 4 and 5, is the most frequent participant in field visits. All three sites offer programs for grades 4 and 5. One site also offers all the programs for grades 6-8. Often, middle school grades want to bring multiple classes on one day due to team scheduling. Larger group sizes should be addressed, and partnership offerings that incorporate a thematic approach might be developed to accommodate larger groups. One of the most difficult grade levels to reach in terms of on-site visits is the high school. This is reflected in the fact that only one site offers four programs for high school. Two of the questions that should be asked when developing a partnership program are how often can each program be offered during the school year and what is the optimal number of classes that can be reached through each program.

Other Learning Opportunities:

Beyond the school population, these sites offer multiple opportunities for youth programming, intergenerational programming, and teacher workshops. Some of the youth programs are targeted to specific ages, and these 16 programs are distributed fairly evenly across those age groups. In addition, there are 12 programs in a category marked "All." Most of these programs are intergenerational programs offered to the general public. Thirteen programs target adult learners through workshops, symposia, and self-guided activities. Of these programs four are teacher workshops. Since all the sites are interested in offering teacher workshops, consider developing a plan of workshops that involve all interested partners.

Program Offerings:

The number of programs (69) offered by the various sites is impressive. However, it should be noted that several sites offer these programs based on staff availability and available resources. A consistent menu of the programs would enable teachers to better plan to use the New Bedford sites. Alternate staffing (e.g., volunteers, interns) may need to be explored to assist sites in providing additional programming.

Desired Experiences

The Partner Education Committee discussed the desired visitor experience and identified issues that should be addressed for teachers, students, and partner organizations. A desired experience describes ideal visitor conditions.

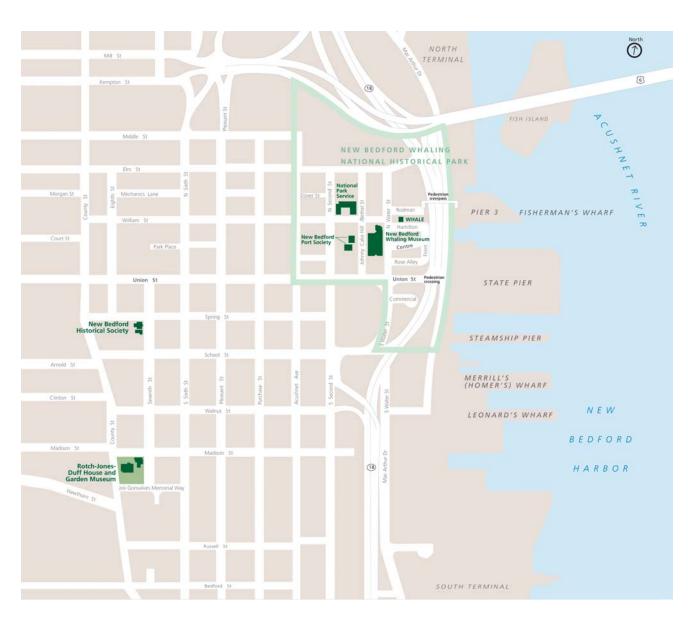
For Teachers and Students

Working with teachers and schools, both in the development and implementation of effective school-based programs, creates opportunities to improve the experience. Teachers benefit from a common orientation to the sites in New Bedford, including some foundation history that places the story of New Bedford into a larger context. Even if teachers were to visit just one site in the city, they would have an understanding not just of that site's role in the story of the city but of other sites as well. Teachers need to know that the programs offered help them not only fulfill the state standards but also provide an immersion experience that begins before students leave the school (pre-site materials and activities) through the on-site visit and continues back in the classroom (post-site materials and activities). Teachers don't have a lot of time to spend researching and organizing field trips. It would be helpful to have a menu of program options from all the sites that could be marketed in one place. This way, teachers would know about all the options and could make well informed choices. In planning for field trips, teachers often need to bring a group of 50 students to make effective use of the bus costs. If the sites partnered to provide package programming, teachers could choose an option that includes a visit to two or more sites in one day. Along with package programming, one clear set of directions to the sites and parking for the bus would be helpful.

The partners also identified what would help students have a desired visitor experience. Students should have fun when learning at the sites. They need to be engaged in age appropriate activities in which they can see themselves. They need opportunities to make intellectual and emotional connections to the resources and begin to feel a sense of stewardship and pride in the resources of New Bedford. Students need to feel welcomed by a friendly staff so that they will want to visit at another time. The experience should be interactive so that students immerse themselves in the resource and have a memorable experience. Finally, students love to take something home from their visit to share at home or at school. This take-home piece can be something from the program or something available in a gift shop at the site visited.

For Partners

Partners also identified several issues to address to fulfill the desired teacher and student experience. These issues include a common orientation and directions to sites, package programming, joint marketing and reservations, an immersion experience for all students, a consistent high-quality experience for all students, knowledgeable staff and volunteers trained through a common professional development program, and an opportunity for each site to work from its strength while contributing to the whole.



Recommendations/Outcomes

Long Term

The following recommendations are primarily focused on the work of the Partnership Education Committee but will require input and approval of the Executive Committee made up of managers from each of the partner organizations. The mechanism for carrying out some of these recommendations should be addressed before any work proceeds on the actions listed below.

The development of this plan was done in the true spirit of partnership. The final product is richer because of the diversity in the levels of expertise, years of experience, and breadth of ideas that each organization's representative brought to the table.

Jennifer Gonsalves New Bedford Whaling NHP

The Partnership

Formalize the partnership on two levels, the manager's level and the operations level, by creating two distinct committees with a clear role and function for each. Clarify a communication strategy between the two and seek approval and endorsement from each of the partner organizations. The Executive Committee is currently focusing its efforts on a Strategic Plan at this time. This plan describes the development of the Partnership Education Committee and its role and function as well as its responsibility to each partner organization.

Create a Partner Education Committee with a similar level of commitment from each of the organizations. Formalize this committee, with a charter that defines role and function, as well as standard operating procedures. Think about decision making, when and how often meetings will be held and for what purpose, communication procedures, etc. Select co-chairs to coordinate the activities of the partner education committee. Based on the success of this planning process, particularly the great communication and administrative chores, one co-chair should always be a staff member of New Bedford Whaling NHP. The other co-chair should be from one of the partner organizations, rotating annually or every two years. An annual work plan should be created to identify highest priority collaborative projects. See short term recommendations for a list of projects identified by the committee during the planning process.

Staffing and Volunteers

Partners face the same challenge when it come to staff and volunteers—there are not enough to provide programs and services for all visitors to New Bedford. The partners need to think more holistically about visitor services throughout the city and downtown. For example, plan annual collaborative staff training to share resources, save money, and ensure that all interpreters or guides are knowledgeable about the resources and programs offered by each of the partner organizations.

The New Bedf Society strives

The New Bedford Historical Society strives to educate students about the oft-times hidden history of people of color in New Bedford. The National Park Service's educational team has provided us with insight on how to achieve our goal.

Joan Beaubian New Bedford Historical Society Create a strategy to recruit a pool of "master" volunteers, and provide a special, enhanced level of training and practicum so these individuals are "certified" to volunteer at any of the partner sites—whether it's providing orientation, leading guided walks or presenting curriculum-based education programs. Perhaps this pool of volunteers might be recruited through retired teacher organizations, universities, pre-service education majors, etc. Create perks for super volunteers such as a special badge, resource materials, on-the-job opportunities, and fieldtrips.

Similar sharing and swapping could take place with paid staff at each site, particularly for partner events, special programs, special interest groups, and curriculum-based education programs. It appears that this takes place now on a limited and as-needed basis, but could be planned more strategically through the Partner Education Committee work plan. Planned sharing and swapping will allow each site to make a realistic commitment to each project and anticipate staffing needs well in advance.

Programming

Several members of the committee voiced concerns about not reaching key communities in and around the city. Create priorities on an annual basis for reaching new audiences, particularly those who have not been served by partners to date. The Partner Education Committee should draft realistic goals and a work plan each year. The plan should identify a target audience each year and several strategies to reach that audience. Make a concerted effort to increase participation from a given community, cultural group, ethnic group, age group, etc. Evaluate the results annually in a written report and briefing to the Executive Committee.

Capitalize on all opportunities to share staff and expertise. For instance, most sites host teacher workshops or open houses to market their programs. Plan a grant-funded teacher workshop and package all the major New Bedford stories, themes, facilities, collections, learning experiences into a collaborative professional development opportunity. Create a series of teacher seminars for local teachers that take place throughout the school year—each one can focus on a different partner and their programs and services. Work with institutions of higher learning such as UMASS Dartmouth to offer continuing education units for seminars and workshops.

Create a Familiarization (FAM) Tour for all new staff, volunteers, and special interest groups like teachers. Package the FAM tour so it can be taken off the shelf whenever needed. Do not duplicate the work each time an orientation to the city and its partners is requested. Train multiple staff from each organization in presenting the FAM tour and share the responsibility each time one is scheduled. The Partner Education Committee may work out an annual plan for FAM tours or at least commit to a minimum number and plot them on a calendar in anticipation of several requests each year.

The Rotch-Jones-Duff House is grateful to have been granted the opportunity, through this initiative by the park, to collaborate with educational experts and to recognize and understand the many excellent educational programs offered by the various partners. **Cynthia Barber Rotch-Jones-Duff House and Garden Museum**

Facilities

Begin to envision New Bedford as an extensive campus of historical resources and museums, and link all the partner sites so that visitors (teachers) begin to think about comprehensive learning opportunities in the city. Create a map, placing all sites in the context of the stories and graphically linking the waterfront, cityscape, court-yards, workshops and classrooms, auditorium, theaters, etc. If possible, produce a wall map for all sites to exhibit wherever visitor orientation takes place.

To make the best use of the facilities throughout the city, the Partner Education Committee should create a facility use plan. Take a holistic look at the facilities in the city by asking, "What spaces are available, how are they used now, what are the best uses of the spaces, can they be shared or scheduled in different more effective ways." The process could be similar to the education planning process whereby an outside facilitator guides the discussion, collects data and ideas, and prepares a report with recommendations. The Corson Building should be included in the use plan as well as any new facilities as they come on-line.

Marketing Strategy

Marketing is another arena full of opportunities to share resources. While the partners are familiar with each other's programs and services, they would benefit from a collaborative marketing plan. Ensure that all orientation and reservation staff are well versed in the menu of programs offered at each site. Create reference material (like the grid in this report) for each partner and distribute to all organizations. Update it seasonally or as program offerings change.

Create a "Welcome to New Bedford" history page for teachers and students and link to all partner sites. Include basic orientation to all sites, a description of the partnership, shared mission and goals, and program offerings. Check out Blackstone River Valley NHC, Boston Harbor Islands NRA, National Parks of New York Harbor, or Chesapeake Bay Gateways Network for examples of joint marketing. Plan partner visits to schools ("master" volunteers could do this too) to introduce teachers to the partnership and market all educational services available.

Consider packaging more than one site into easy-to-use itineraries for teachers who arrive with large groups or multiple grade levels. Packages could be designed thematically. Enlist help from teachers in the design of any new program offerings.

Funding Strategy

Funding is an ongoing challenge for all parks and partners. New Bedford has been very successful in competing for National Park Service funding sources such as Parks as Classrooms funds, Ethnography funds, Recreation Fee Demonstration funds, and Line Item Construction funds. While one year funding sources do not contribute to the operation of a park, and they are not sustainable, they do provide critical seed money to get projects, research, and construction off the ground. And in each case, the fact that the NPS works in partnership

with so many organizations makes the park very competitive for these funds. Continue to apply whenever possible for NPS one-year funding sources to support new work with partners, particularly in the development of curriculum-based programs and teacher services.

Operations Formula Systems (OFS) increases are limited each year and the park has requested a small increase to help with operation of the Corson Building and redesigned visitor facilities. At this point in time, it looks like this funding increase, if received, will cover utility costs for the new building. The Partner Education Committee should look at creative ways to provide services within this and all other facilities in the city. The Executive Committee should set forth some guidelines and processes in the strategic plan for sharing and collaboratively scheduling space for visitor services.

Explore outside funding sources to support innovative educational programs like the National Endowment for the Humanities (NEH)-funded *Melville and Multi-culturalism* or the Massachusetts Department of Education content institute, *Portraits of a Port*. Do not underestimate the strength of the partnership when applying for private or federal funds. Address this issue as a group within the annual work plan and choose priorities for the upcoming year. Consider grant proposals that include one, several, or all of the partner organizations, whatever is most appropriate to the grant criteria. Also consider conducting a foundation search to identify additional funding sources.

Fees are another revenue opportunity to consider. Currently, partners have their own fee structure for visitor services, or the programs are free. Look at the fee structure of educational services across organizations, and carefully analyze quality and value. With all partners working to create a consistent and high quality curriculum-based product, it increases the potential to develop a collaborative fee plan and revenue strategy. Are there opportunities to standardize fees for school groups? Is it possible to package programs and services from multiple organizations and create a formula to share revenue? These and other fee issues should be part of the discussion with the Executive Committee.

Finally, continue to develop and formalize a relationship with University of Massachusetts (UMASS) Dartmouth to engage the services and resources of the university in education planning, grant writing, professional development, program development, and possibly operations planning. A university partner will bring another level of expertise to the education committee and will provide a much-needed connection with public schools, teachers, and pre-service teachers.

Short Term

It has been a pleasure to work in partnership with colleagues from the community. With the development of the park's Education Plan, opportunities for ongoing dialogue and future collaboration are eagerly anticipated.

Patricia D. Altschuller New Bedford Whaling Museum The short term projects listed below support the long term goals and provide realistic milestones that will help these sites to continue working together for a common purpose.

Formalize and Sustain a Partner Education Committee

Create a working committee with representatives from each of the partner organizations. Create a role and function statement to define communication and decision making processes and document approval of each manager. Establish a structure and set a meeting schedule for the next 12 months. In addition, develop an annual action plan that outlines a realistic timetable with steps to accomplish and identifies the responsibilities for each site for each project.

Develop a Coordinated Relationship with New Bedford Public Schools

All the sites identified the need to establish a working relationship with the New Bedford Public School System. This relationship would be a coordinated one so that the sites and school district can more efficiently communicate with one another. In order to start the process, the park superintendent met with the Deputy Superintendent of the New Bedford Schools. He recommended that the two Academic Assistant Superintendents for Math, Science and Technology and English, Language Arts and Social Studies meet with the members of the Partner Education Committee to discuss issues relating to field trips. Two meetings were held: the first was on March 26, 2007; a follow-up meeting was held on June 18, 2007.

Develop a Series of Teacher Workshops/Institutes

New Bedford NHP began a discussion with UMASS Dartmouth to explore how they might work together. UMASS Dartmouth is interested in working with the partners to develop a pilot teacher workshop series or a teacher institute. A meeting was held with UMASS Dartmouth on April 25, 2006. At this workshop, the group discussed current and potential future teacher professional learning opportunities. The education committee needs to follow up with UMASS Dartmouth, Bristol Community College, and other institutions of higher education to continue the dialogue.

Develop a Professional Development Program for Partner Education Committee

In order to support the long range goal of creating an on-going professional development for the partner organizations, the group identified the topic for the first workshop, *Developing Effective Curriculum-based Programs*, to assist sites in strengthening their current programs. This workshop was held twice to accommodate busy partner schedules. The first group, consisting of members from the New Bedford Whaling Museum, the Rotch-Jones-Duff House and Garden Museum, and New Bedford NHP, met on May 17, 2006. WHALE and the New Bedford Historical Society participated in this workshop on July 27, 2006.

As a result of the workshop, one site adjusted its grade level ranges for its program offerings. They commented that the workshop helped them refocus their program. Other sites also expressed positive outcomes, not only in better understanding the elements of a curriculum-based program and being better able to assess their programs, but also in helping them think about how to strengthen their current programs.

Develop and Offer a Partnership Pilot Curriculum-based Program

Once partners have participated in the workshop to develop effective curriculum-based programs, the committee will design a new program that incorporates two or more sites. This new program will be a curriculum-based program incorporating the six elements of this program type. The proposal for this new program will be presented to the Executive Committee for approval and support. The proposal should be developed by spring 2008 so that the new program can be pilot tested in the fall 2008. At the most recent curriculum-based program workshop, New Bedford NHP and New Bedford Historical Society identified a possible partnership program. These two organizations will develop a proposal to present to the Partner Education Committee.

Collaborative Marketing

In order to take a first step in working together on a marketing project, the partners will develop a summer program guide that will be available in spring 2008. The education committee should build on this experience and develop a curriculum-based programming guide for the 2008-09 school year.

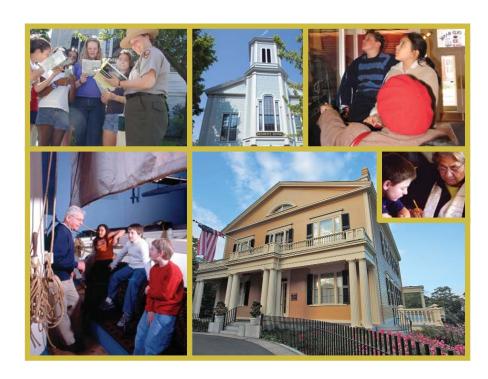




Photo courtesy of the New Bedford Whaling Museum